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ABSTRACT

This handbook was developed to assist Oklahoma teachers, curriculum consultants, and administrators to improve the social studies program in their schools. The eight sections consist primarily of open-ended questions and checklists that allow for flexibility and adaptation in reviewing, analyzing, and evaluating the school's social studies curriculum. The major section on program evaluation contains a lengthy checklist that teachers can use to determine the presence of elements that would be included in a quality social studies program. The areas covered are program philosophy, organization and administration, instruction, materials and resources, and evaluation. Other sections help evaluators to clarify the purposes of the social studies curriculum, define expected student outcomes, describe the existing program, list resources available to each teacher, determine needs of and recommendations for the program, list the skills teachers hope students will acquire in a course, and write a brief description of each course. (Author/IBT)

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CURRICULUM REVIEW HANDBOOK

SOCIAL STUDIES

Oklahoma State Dept. of Education

1981-82

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FOREWORD

The Curriculum Review Handbook for Social Studies has been developed as an aid to Oklahoma educators who are interested in having quality social studies programs in their schools.

The State Department of Education is pleased to be able to provide this publication to the schools in Oklahoma. We hope this will be a useful tool for improving social studies education in Oklahoma.

We gratefully acknowledge and thank all of those who contributed, both directly and indirectly, to the final product.

Leslie Fisher
State Superintendent
of Public Instruction

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The following committee members devoted many hours in the development of this Handbook. They represent the many dedicated teachers in our state who continually strive to improve the quality of education in Oklahoma. Their contributions are gratefully acknowledged.

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INTRODUCTION

The purpose of the Curriculum Review Handbook for Social Studies is to assist Oklahoma teachers, curriculum consultants, and administrators in their endeavors to improve the social studies program in their schools.

There are eight sections in the Handbook to aid in the review, analysis, and evaluation of a school's social studies curriculum. The sections have been purposely left open-ended to allow for flexibility and adaptation. The "Program Evaluation" checklist could be useful to any school in surveying and assessing its current social studies program and in comparing it to a quality program exemplified by the checklist items.

Finally, this Handbook is designed to give direction to the continued efforts of Oklahoma's public schools toward improving the quality of their social studies program.

PHILOSOPHY AND RATIONALE

As you answer the following questions (#1 through #4), you will be clarifying the general purpose for your social studies curriculum. Upon completion of this section, you should be able to justify the inclusion of social studies in your district's curriculum (question #5).

1. What do we believe about the unique nature of our subject matter?

2. What do we believe about the students we teach?

3. What do we believe about our responsibilities as social studies educators?

4. What do we believe about the ultimate purpose of social studies education?

5. Review responses to above questions, then explain why social studies is included in your school's curriculum.

EXPECTED STUDENT OUTCOMES

Expected student outcomes are broad understandings students should gain from social studies. Your committee should determine what you want your students to know and be able to do as a result of studying social studies from kindergarten through grade 12. Broad goals can be narrowed and made more specific for each year's course, and subsequently, for each unit in each course.

A. Answering the questions in Part A should enable you to begin formulating your expected student outcomes.

1. How does your social studies program make students aware of their role as global citizens and make them more tolerant individuals?

2. In what ways does your social studies program make students aware of the interdependence of all people? (Consider the various levels of interaction: family, community, world, etc.)

3. How does your social studies program create political awareness in students and encourage them to be participating citizens who make decisions based on democratic principles?

4. How does your social studies program promote social interaction and responsibility and help students to get along with others?

B. Part B provides you with a framework to use in writing and evaluating the importance of expected student outcomes. Several samples are given; you should add your own in the space provided.

NOTE: This section should not deal with specific content areas. Use this scale to evaluate the priority of each expected student outcome.

high priority 5 4 3 2 1 low priority

At the completion of the social studies program in _____ School, we hope students will have gained an understanding of:

1.	interdependence	5	4	3	2	1
2.	political behavior	5	4	3	2	1
3.	patriotism	5	4	3	2	1
4.	intellectual development	5	4	3	2	1
5.	self concept	5	4	3	2	1
6.	social responsibility	5	4	3	2	1
7.	change - flexibility	5	4	3	2	1
8.	social development	5	4	3	2	1
9.	social interaction	5	4	3	2	1
10.	continuity	5	4	3	2	1
11.		5	4	3	2	1
12.		5	4	3	2	1
13.		5	4	3	2	1
14.		5	4	3	2	1
15.		5	4	3	2	1

16.	5	4	3	2	1
17.	5	4	3	2	1
18.	5	4	3	2	1
19.	5	4	3	2	1
20.	5	4	3	2	1
21.	5	4	3	2	1
22.	5	4	3	2	1
23.	5	4	3	2	1
24.	5	4	3	2	1
25.	5	4	3	2	1
26.	5	4	3	2	1
27.	5	4	3	2	1
28.	5	4	3	2	1
29.	5	4	3	2	1
30.	5	4	3	2	1
31.	5	4	3	2	1
32.	5	4	3	2	1
33.	5	4	3	2	1
34.	5	4	3	2	1
35.	5	4	3	2	1
36.	5	4	3	2	1
37.	5	4	3	2	1
38.	5	4	3	2	1
39.	5	4	3	2	1
40.	5	4	3	2	1

EDUCATIONAL PROGRAMS: OUTLINE, CONCEPTS, SKILLS

At the completion of this section, you should have developed a description of your existing social studies program.

A. List all social studies subjects taught (K-12). You may list course titles or specific units.

LEVEL	SUBJECT/UNIT/TOPIC
EXAMPLES:	
first grade	"the community"; "school helpers"; "responsibilities at school"; "families"; "patriotism" (units)
third grade	"My City" (topic)
ninth grade	Oklahoma History (subject)

level	subject/unit/topic

B. Course outlines/descriptions:

On separate paper, give a description of the content of each level or course listed in part A. You may use outline or prose form. Insert your additional pages immediately following this page.

EXAMPLE.

I. Anthropology

- A. Fields of anthropology
- B. Cultural universals
- C. Cultural components

II. Physical Anthropology

- A. Theories on the origin of man
- B. The primate family
- C. Fossil primates
- D. Fossils of human
- E. Human cultural development through the first city empires
- F. Humans and environment

III. Archaeology

- A. Background
  - 1. Old world archaeology
  - 2. New world archaeology
  - 3. Famous "digs"
    - a. Troy
    - b. Knossos
- B. Application
  - 1. Make a culture
  - 2. "Salt" a dig
  - 3. Analyze results

IV. Cultural Anthropology

- A. Marriage and family systems
- B. Economic organization
- C. Religious beliefs
- D. Social organization
- E. Property distribution of wealth

F. Culture and personality
G. Origins of language
H. Law and culture

V. Social Anthropology

A. National international social problems
B. Prejudice
C. The Black American
D. The First American
E. The Hispanic American
F. The Asian American
G. Positive human relations

C. For each level or course listed in parts A and B, complete the following chart.

LEVEL: SUBJECT/UNIT/TOPIC	MAJOR CONCEPTS	ESSENTIAL SKILLS In the small left column, mark "A" if the skill is a major responsibility of the social studies area; "B" if it is shared with other disciplines; "C" if the skill is practical or life-long.	
EXAMPLE: 7th grade-- Geography	interdependence; culture; spatial relationships; location; environmental comparisons	A	interpreting maps & globes
		A	understanding time and chronology
		B	locating information
		B	comparing and contrasting
		A	developing global awareness
		C	reading a highway map

LEVEL: SUBJECT/UNIT/TOPIC	MAJOR CONCEPTS	ESSENTIAL SKILLS

LEVEL: SUBJECT/UNIT/TOPIC	MAJOR CONCEPTS		ESSENTIAL SKILLS

LEVEL: SUBJECT/UNIT/TOPIC	MAJOR CONCEPTS	ESSENTIAL SKILLS

PROGRAM EVALUATION

This checklist includes elements that would be included in a quality social studies program. Use this scale to determine what extent each of the following items is evident in your existing social studies curriculum.

highly evident 5 4 3 2 1 not evident NA (not applicable)

PHILOSOPHY							
A.	The organization of the social studies program is consistent with the philosophy of the school.	5	4	3	2	1	NA
B.	The social studies program draws upon all the social sciences: anthropology, economics, geography, political science, history, psychology, and sociology.	5	4	3	2	1	NA
C.	The social studies program helps students understand worldwide geographical and cultural differences among groups of people.	5	4	3	2	1	NA
D.	The social studies program helps students understand the interdependence of people and nations.	5	4	3	2	1	NA
E.	The social studies program helps students gain an understanding of and an appreciation for traditions, standards, and ideas which are different from their own.	5	4	3	2	1	NA
F.	The social studies program helps students learn to act with understanding and respect toward others as individuals.	5	4	3	2	1	NA

G. The social studies program prepares students to make decisions based on democratic principles.	5	4	3	2	1	NA
H. The social studies program promotes student understanding of the American economic system.	5	4	3	2	1	NA
I. The social studies program encourages students to become active participants in activities within their own committees.	5	4	3	2	1	NA
J. The social studies program develops in students a sense of civil, social, and political responsibility.	5	4	3	2	1	NA
K. The social studies program enables students to develop the skills and attitudes necessary to earn a living and function as contributing members of society.	5	4	3	2	1	NA
L. The social studies program gives students faith in the ability of human beings to solve their problems by peaceful means.	5	4	3	2	1	NA
M. The social studies program follows a plan of professional growth through reading, graduate work, workshops, and professional social studies organizations.	5	4	3	2	1	NA

ORGANIZATION AND ADMINISTRATION

A. All students have an opportunity to be involved in social studies education every year.	5	4	3	2	1	NA
B. Teachers of the same grade level plan together to develop the social studies program at that level.	5	4	3	2	1	NA
C. Teachers from various grade levels and buildings plan together to develop a sequential program in social studies.	5	4	3	2	1	NA

D. The social studies program provides experiences at each level which grow out of previous learnings to enrich and extend these learnings.	5	4	3	2	1	NA
E. The school system has a coordinated kindergarten-through-grade-twelve social studies program.	5	4	3	2	1	NA
F. Instructional activities in social studies are integrated with experiences in other subject areas.	5	4	3	2	1	NA
G. The teachers assigned to teach social studies are well qualified in the area of social studies.	5	4	3	2	1	NA
H. As far as feasible, social studies teachers are assigned to a full teaching load of social studies, rather than given a double assignment involving non-social studies preparations.	5	4	3	2	1	NA
I. Social studies education receives active support from administrators, teachers, Board of Education, and the community.	5	4	3	2	1	NA

INSTRUCTION

A. The objectives of each social studies course are clearly stated.	5	4	3	2	1	NA
B. Daily class activities are clearly tied to course objectives.	5	4	3	2	1	NA
C. Social studies courses provide a balance between teacher- and student-centered activities.	5	4	3	2	1	NA
D. Assignments are varied according to the individual interests, needs, and abilities of students.	5	4	3	2	1	NA

E.	New developments, as well as traditional methods, are reflected in the teaching of the social studies program.	5	4	3	2	1	NA
F.	Activities which examine attitudes and beliefs should be undertaken in an environment that respects each student's right to privacy.	5	4	3	2	1	NA
G.	Students are allowed to express views in a nonjudgemental atmosphere.	5	4	3	2	1	NA
H.	Controversial and critical issues, that show the world as it really is, are recognized and reflectively analyzed in an atmosphere of free inquiry.	5	4	3	2	1	NA
I.	The social studies program provides experiences for developing skills in human relationships and group processes (making decisions, working cooperatively, group discussions, and group membership).	5	4	3	2	1	NA
J.	Students are encouraged to engage in inquiry, problem-solving, and independent and critical thinking.	5	4	3	2	1	NA
K.	The social studies program encourages students to recognize and rationally analyze current social problems.	5	4	3	2	1	NA
L.	The social studies program helps students understand the relationship of human beings to their immediate geographic environment.	5	4	3	2	1	NA
M.	The social studies program helps students understand the relationship of human beings to other human beings.	5	4	3	2	1	NA
N.	The social studies program helps students understand the relationships of human beings to themselves.	5	4	3	2	1	NA

O.	Social studies instruction includes contributions of minorities, women, and the handicapped.	5	4	3	2	1	NA
P.	The social studies program includes content and experiences which provide a knowledge and understanding of the contributions of all racial, ethnic, and religious groups.	5	4	3	2	1	NA
Q.	The social studies program provides opportunities for experiences in art, music, literature, and rhythmic activities to develop better understanding of various cultures.	5	4	3	2	1	NA
R.	The social studies program provides experiences for the study of the means and methods used for meeting human needs. (Food, clothing, shelter, communication, and transportation.)	5	4	3	2	1	NA
S.	Instruction is provided in those reading and study skills essential to reading social studies materials (library skills, interpreting maps and charts, graph skills, etc.)	5	4	3	2	1	NA
T.	Students are motivated to do further independent study.	5	4	3	2	1	NA
U.	The social studies program helps students master the basic skills for continued learning.	5	4	3	2	1	NA
V.	Social studies teachers use various modes of instruction to accommodate the different learning styles of students. (For example, role playing, small group instruction, learning centers, etc.)	5	4	3	2	1	NA

MATERIALS AND RESOURCES

A.	A locally developed curriculum guide is in use.	5	4	3	2	1	NA

B. A wide variety of resources and audiovisual materials are utilized to present the subject matter most effectively.	5	4	3	2	1	NA
C. Social studies teachers encourage students to use the library.	5	4	3	2	1	NA
D. The social studies department maintains a readily available file of resource units and materials.	5	4	3	2	1	NA
E. A professional library of current social studies publications and periodicals is accessible to teachers.	5	4	3	2	1	NA
F. The social studies program utilizes the community itself as well as specialists and organizations in the community to provide learning resources and a variety of programs and viewpoints.	5	4	3	2	1	NA

EVALUATION

A. A variety of evaluative procedures is used to measure student learning and program effectiveness in social studies.	5	4	3	2	1	NA
B. The social studies program includes effective use of diagnostic and achievement test results.	5	4	3	2	1	NA
C. Student evaluation in social studies demands high standards of performance and measures student success by means that require more than the memorization of information.	5	4	3	2	1	NA
D. The social studies evaluation data comes from many sources, not merely from paper and pencil tests (observing student's participation, projects, etc.)	5	4	3	2	1	NA

E.	Social studies teachers use evaluation results as one index of their own teaching effectiveness and alter their materials and teaching strategies accordingly.	5	4	3	2	1	NA
F.	The format used for reporting student progress reflects the instructional objectives of the social studies program.	5	4	3	2	1	NA
G.	There is a systematic on-going review of the social studies curriculum.	5	4	3	2	1	NA

How does your social studies program provide for:

1. Below average students

2. Average students

3. Above average students

RESOURCES

Using the following categories, have each of your social studies teachers list all his/her resource materials. From the individual lists, compile a master list of available resources and their locations to distribute to all your teachers. This will facilitate a free flow of materials among teachers.

Texts

Supplemental texts

Maps and globes

Reference books (encyclopedias, almanacs, etc.)

Periodicals

Human resources (guest speakers)

Physical resources (museums, state parks, etc.)

Artifacts (jackdaw kits, museum pieces, photographs, etc.)

Primary source materials (letters, speeches, documents, etc.)

Audiovisual materials (videotapes, filmstrips, tapes, records, etc.)

Audiovisual equipment (tape recorders, projectors, etc.)

NEEDS AND RECOMMENDATIONS

Review and analyze information previously covered throughout the Handbook and record any appropriate changes reflecting your current needs. Where applicable, include specific recommendations.

A. Philosophy

B. Organization and Administration

C. Program changes and revisions

D. Materials/resources

E. Facilities

F. Other

TEACHER CHECKLIST OF ESSENTIAL SKILLS

Referring to the chart you completed in "Educational Programs" Part C, and using the form provided on the following page, list across the top the skills you hope your students will have gained at the completion of the course. In the left column, fill in the names of your students. Rate the individual student's mastery of each skill according to the following scale:

3 = mastery
2 = partial mastery
1 = non-mastery

This form, when completed, will enable the teacher to identify strengths and weaknesses in the curriculum, as well as individual student needs. An example is provided below to assist you.

CHECKLIST OF ESSENTIAL SKILLS

Subject/Course_____ Grade Level_____ Year_____

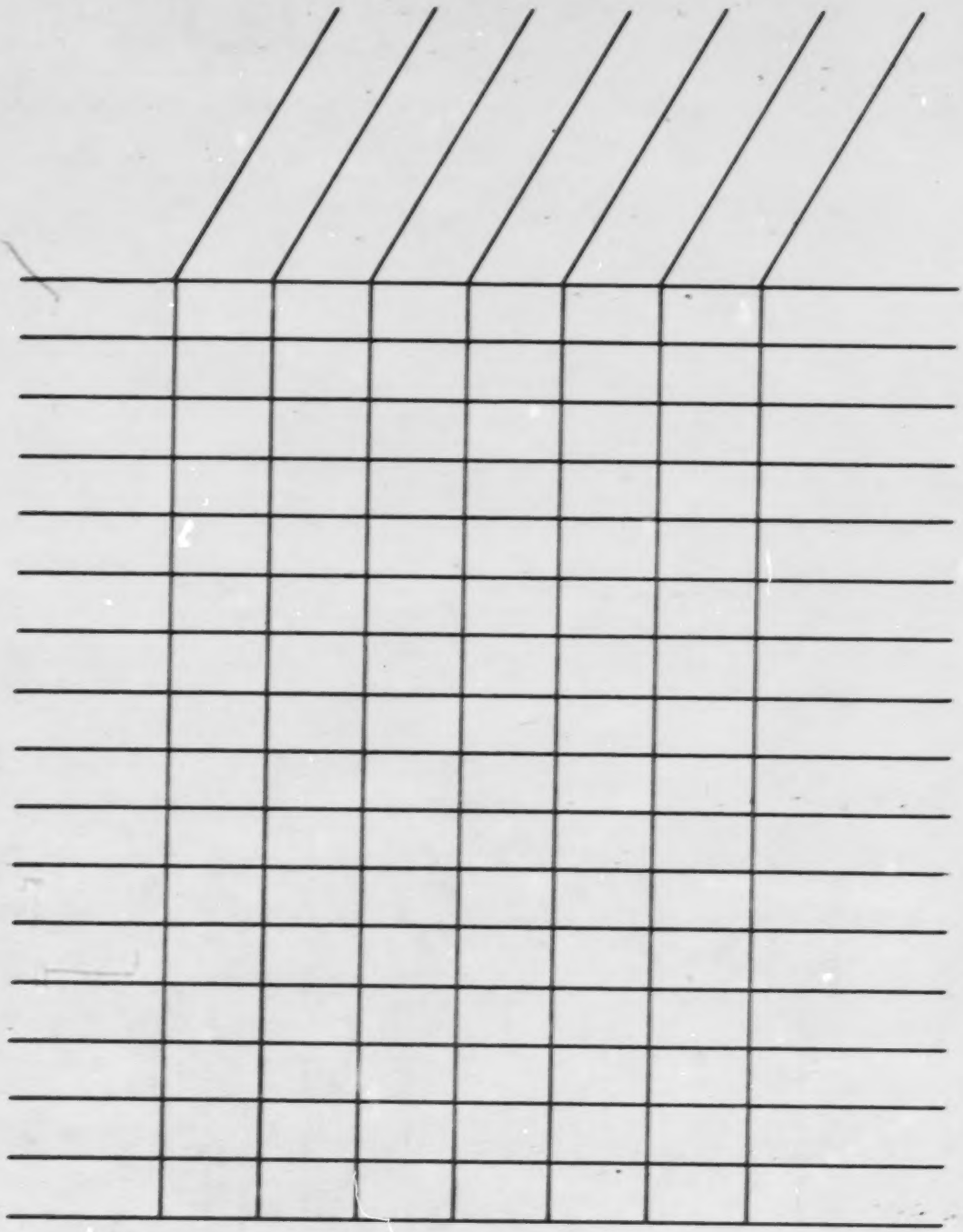
3 = mastery 2 = partial mastery 1 = non-mastery

	interpreting maps and globes	understanding time and chronology	locating information	comparing and contrasting	developing global awareness	reading a highway map	
Chris	2	3	1	3	2	2	
Terry	1	2	2	3	3	1	

CHECKLIST OF ESSENTIAL SKILLS

Subject/Course_____ Grade level_____ Year_____

3 = mastery; 2 = partial mastery; 1 = non-mastery



PROGRAM DESCRIPTION

Based on the information you have assembled, write a brief description of each of your subjects/courses. These descriptions can be used for enrollment purposes and for use in conferring with parents.

EXAMPLES:

Civics - This course emphasizes the structure and function of local, state, and national governments, as well as the citizen's role in a democratic society.
Grade level: 9

Economics - In economics, students will learn how to understand economic systems; how to make wise decisions about their resources; to be well informed consumers; and how to relate careers and economics.
Prerequisite: U.S. History
Grade level: 12

First Grade Expectations: At the completion of the school year, you may expect your child to have gained an understanding of the following social studies concepts:

1. school environment
2. family and family roles
3. self-worth, responsibility, and independence
4. interest in other people and other places
5. respect for the opinions of others
6. willingness to cooperate with others
7. observance and practice of safety rules

NOTES

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